Interview with [P6]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher  
OK, thanks so much for your time um probably from the description you saw that we're looking at the reasons for why English is becoming INCREASINGLY used for academic programmes at universities in Europe. So we started, my PI, basically started by looking at the Netherlands because they were quite EARLY implementers of English language programmes for academic subject areas. I'm looking at Austria ((laughing)), and we're hoping also to look at some other countries such as Spain, and Italy, possibly Romania. I think Denmark's in there, but it ALL depends obviously on on getting permissions and and people interested in various INSTITUTIONS. So a lot of what we're looking at also is to do with, you know, where is this coming from? Also, in terms of university autonomy, for example, in Austria, the ‘Universitätsgesetz 2002’ is kind of quite important for granting autonomy to the institution. So if I ask some weird questions about governance structure or something, that's where that's coming from, because of course it also lays out the governance structure of of the university. And to start with, I was wondering if you could just tell me just to warm up if you could tell me just a little bit, you're you're the the [unit position], so that’s the [redacted identifying information] at your [unit], is that right? So [unit subject area].

[P6]  
That's right, yeah.

Researcher  
So, maybe you can just tell me a little bit about your role just to to start with.

[P6]  
Maybe it's important for this talk that I also was for [#] years, the [unit position] at the [case study university].

Researcher  
Okay.

[P6]  
Um, uh. I'm also the [unit position]. I'm STRONGLY engaged in the [unit name] and I and I'm the [unit position] now since [#] years, in former years I've also been the [unit position], and I'm professor at the [unit name].

Researcher  
Okay.

[P6]

[Redacted identifying information]

Um, yes are very important issue for me, and also the question about about English as a as a language of research AS WELL AS an important language of of teaching is an issue which um um which is uh in in the focus of many considerations. We share and we have at at our departments.

Researcher  
Right, brilliant. So I've come to the right person ((laughing)). That's great. Thanks so much. Thanks for your interest and in taking part in this, that's brilliant.

[P6]  
You're welcome.

Researcher  
If if I just kind of launch in so um, have you implemented academic programmes taught in English in your [unit], and if so, I'm interested, have you encountered any RESISTANCE, for example, from within your [unit] or outside your [unit]? Or I'm interested both in the positive side, so the opportunities, but also the challenges that this brings. So have you implemented programmes academic programmes English and in your [unit]or or for example, you might have changed existing ones that existed initially in German. For example, a master’s in German. I know this happens sometimes too, like a master's in German that then changes to an English master’s in the same subject area. Do you have any insights in into that at all?

[P6]  
There are existing master programmes which are totally in English, um, for example [master’s name].

Researcher  
Right.

[P6]  
And now we are we we prepare uh new master programme and an old master programme is brought into a new conception about the [subject area]. The final title of this master programme will be a NEW one but but that's the OLD master master programme which will get a new curriculum and the master programme, that's the PLAN, will be in in English too.

Researcher  
What what is the new title of the programme?

[P6]  
The that's in DISCUSSION now, but I I I I will send a MAIL to you.

Researcher  
OK.

[P6]  
It's it's now in in the phase of of being PREPARED. The new new programme, and then I will send you the the title.

Researcher  
Brilliant.

[P6]  
Uhh I think will be the final title, yeah of of this of this programme, so it will be if if there are no big changes you will be able to identify this this programme easily, yeah.

Researcher  
Right and and what was your reason for changing it to English? I mean, does it NEED to have a new title to change it to English or that's two separate, that's to do with branding and the English are two separate issues, or.

[P6]  
Ohh the first of all I would would say we have also several bachelor and and master programmes at at the department and there are SOME lectures or seminars in English, and we also HAVE to offer some lectures and seminars in English. This this has some reasons and I think we will speak about these reasons afterwards.

Researcher  
At bachelor's level.

[P6]  
Yeah, uh bachelor, master and PhD level. Uh, but I would like to come BACK to this. These master master programmes because your question was what, what is the REASON? And it's important to mention that and to know that these master programmes will have just at the DEFINED number of students. That's the fact, that's a fact for the master programme [subject area] and we will see how could the final conception of the second master programme which will be.

Researcher  
Yeah.

[P6]  
And this is an international master programme. So the [unit] and the [unit position] is interested to to to find engaged and gifted and well-prepared students on an INTERNATIONAL level and and therefore it is NECESSARY that all the students know just from the beginning ALL the lessons, all the seminars all over the master thesis has to be done in, in, in, in English. Otherwise we wouldn't get international, well prepared and strongly engaged students.

Researcher  
Yeah.

[P6]  
OK, so there was no no DISCUSSION that these programmes have to be in in English.

Researcher  
I mean, English allows you to restrict the numbers.

[P6]

Yeah, that's right, yeah.

Researcher

Whereas German wouldn't necessarily, legally. So what are the motivations for restricting numbers? Is it only QUALITY or are there also motivations related to RESOURCES? Are there reasons WHY you want to restrict student numbers?

[P6]  
Yeah, well, from our point of VIEW, there are different approaches. If you have a master programme, if you offer master programme with hundreds of students.

Researcher  
Hmm.

[P6]  
There are some BENEFITS, so you you get a a broad scope of students and many students can DEVELOP during the the the terms. And sometimes at the beginning of such a kind of of programme, we are not not so uhh glad about the capacities and the knowledge and tasks of students. But some students develop ENORMOUSLY, and at the end of of the programme, some students are EXCELLENT. For example, yesterday just yesterday I had I had a final talk about uh a master thesis with the students from the [unit name]. At this this master thesis was was EXCELLENT, but when the student started, and I I remember her VERY very well, uhh and we were not sure whether she will come to to to as to an end with the feeling of of, how do you say, that we would be SATISFIED about her development. So therefore it it gives a lot of SENSE to to start some programmes very very open, and and and and not ALL the students are looking for a scientific CAREER. So so we we OFFER at our [unit], uh, a FEW programmes for a limited group of of students and I support this development. Not only I, but I belong to these who support these developments because I also, as I've mentioned, I'm also engaged in the [unit name] of the university, and I'm involved in [#] master programmes offered at a [unit name] and all these master programmes are defined for a limited number of students.

Researcher  
Ohh right.

[P6]  
Usually between 15 and 25.

Researcher  
Yeah.

[P6]  
And since decades, I know the BENEFITS of working with this with the a group of students with a stable group of students, the the the development processes, the cooperation between the students, the the the the SELF esteem, the knowledge that WE as a GROUP have to develop, we have to develop skills, knowledge, scientific approaches and so on. This this is uh WONDERFUL, and really I REALLY mean a a WONDERFUL option for the teachers AS WELL AS for the for the, for the students. And I also appreciate the OTHER type of studying as I've I've mentioned and offering offering both kind of of programmes is from my point of view, a benefit for the department,

And a special special aspect concerns uh PhD programmes because we have a doctoral school in [subject area] and I think we will we WILL have, and we will start during the next year, with the doctoral school of [subject area], which has not started until NOW, but we are convinced that we will start within the next within the next YEAR. And in this kind of of doctoral school it is between such such a programme with a DEFINED number of students and a very OPEN kind of of programme, because we we, we don't have a strictly LIMITED number of students in our doctoral schools.

Researcher  
Hmm.

[P6]

Um, we have to be a little bit more RESPONSIBLE for, no, that’s wrong[?] to say that we have to be more responsive, but the the INTERACTION between people who are TEACHING and students who are younger researchers, they they the CONNEXION, is a is a STRONGER one, but not AS close as in such a a master programme for 15 or 25 students.

Researcher  
Just to clarify- double check, so the [unit name] where you have this experience of smaller groups these are, they [redacted identifying information].

[P6]  
Hmm [redacted identifying information].

Researcher  
But you don't think that would factor into um the motivation ((laughing)). [Redacted identifying information.]

[P6]  
Ohh, [redacted identifying information], if you compare these master programmes at the Postgraduate level with for example American or or British master programmes.

Researcher  
Yes, sorry I, I thought you said that you teach in the [unit name] and I thought, maybe I got this wrong, sorry I thought the [unit name] offers [redacted identifying information] master’s degrees. Have I got that wrong?

[P6]  
Uh, what do you think with [redacted identifying information] master degrees?

Researcher  
It might be somewhere else that I was looking at online, so I saw that on the [case study university] website that there's a a kind of [unit] where they have, yeah, [redacted identifying information].

[P6]  
Yes, that's right. Yeah, that's right, that's right. [Redacted identifying information.]

Researcher  
OK, but there's still [redacted identifying information]. OK, yeah. Uh huh.

[P6]  
[Redacted identifying information.]

Researcher  
Yeah, do you know what the reason for these [type] programmes? Is it? Because when I look at the National Development Plan for Austria, there's also one of the objectives as a big thing about engaging with SOCIETY. Are these kind of more professionalised programmes that feedback into society? What is the benefit to the University of doing this?

[P6]  
That's definitely, that's definite RIGHT. Yeah, so these master programmes qualify in a very PARTICULAR way for uh for professional work in defined fields. This is uh [subject area], uhh this is [subject area], this is [subject area] including [subject area]. [Redacted identifying information.]

Researcher  
Right, right. Okay, do you mind if I ask, you know, I looking at the yeah the UG2002 sorry the University Act 2002.

[P6]  
Hmm.

Researcher  
I'm, I wonder when I look at it and it says it allows for restriction of student numbers for English programmes at master’s and and doctoral level I think, postgraduate level anyway, but it it doesn't make that provision for GERMAN courses, I I think the only times restrictions are able allowed for German courses is when it's a very heavily overpopular subject or when it's to do with German students, such as in you know, *numerus clausus* kind of things. So why, why is it? Do you know? Sorry, because this is obviously, this is also happening at the national level that they've put this into this University Act. But do you know WHY it is that English, this restriction is allowed for English language programmes? Do you know the motivation behind that clause. Or or can you hazard a guess ((laughing)) if you you don't know?

[P6]  
What? Could you repeat the question, I I I don't know whether I've got the the FOCUS.

Researcher  
Sorry so the the there you're able to restrict numbers for English language students, but you're NOT allowed to do it for German students unless there's some other reason. Do you know WHY there is this restriction of numbers for English language courses? Or or.

[P6]  
OK, I I think I I think that and I suppose this has to do with the INTERNATIONAL orientation.

So I think in in in many countries, for example in Great Britain or in many universities in North America, programmes at the university are not offered for HUNDREDS of students, so just for for smaller groups, and also many courses in these programmes differ. And I can explain it a little bit later, if from from courses in in in Austria and I think it's similar to Germany and also to to Switzerland, there are different different TRADITIONS, but on an international level many, many students EXPECT that the programme is offered for a limited number of students that there is a group of students who COOPERATE strongly that there is a close relation between between the teachers and and the and the students and a strong strong EXPECTATION that within four or maybe five terms, the master thesis will be written. And there is also the expectation that that's that students have a STRONG focus on their studies, that they finish their their SEMINARS and examinations with within the DEFINED time limits. And and if if you want to to to to to to offer such a programme and if you want to be SUCCESSFUL, it's necessary to define more PRECISELY the number the number of students.

Researcher  
OK, right, right, that's interesting. OK, so um so in this programme, well, just as an example, so you gave one programme that's changing and you're also changing the name and eventually I guess the curriculum will change also, and it's an English. Have you encountered any resistance to this? Are there any people who DISLIKE this shift to English or or is it ohh positively received as a positive move, in in your experience?

[P6]  
Well, there is no resistance, concerning this type of of programme and it wouldn't say that there is resistance but but there are also some some conflicts. And I would like to explain this because I think this is a very interesting for for your research, yeah?

Researcher  
OK.

[P6]  
Um um. I I start with [subject area].

Researcher  
Hmm.

[P6]  
Um there are students who who PLAN an ACADEMIC career. Yeah, and of course it's necessary to be familiar with with with English and the the the the STAGE for academic career is an INTERNATIONAL one and English is language number number one. Yeah, so there's no not no doubt. But if you do also research not not only in- international research, but if you do some research about everyday life in schools, about everyday life in Australian families, about everyday everyday life in, in, in, in, in, in, kindergartens. Um if you have to do interviews or observations in these fields of of of education, it's it's necessary, uh to be, um ALSO familiar with the the the GERMAN tradition and Germany German literature and and and German research and. And there is a strong, there's a strong TRADITION within the the German universities and and many important papers are still published in German.

And and it's not only the third MISSION if we are in exchange with or in discussions with TEACHERS, for example, or with COUNSELLORS or [professional area] and so on, because they are ACADEMIC TRAINED and many of them also PUBLISH about about their work. So if we are in discussion with them, we are also in discussion with COLLEAGUES, and they are familiar when they have discussions they're familiar with, with with Germans, and we know that many of them prefer reading our papers in German or our books in German and not in in in in in high-ranked English English PAPERS. Maybe this will change within the next 10 or 15 years, but it is, this is the situation the situation now.

[P6]  
Um and and therefore we are more and more, the DEVELOPMENT I suppose will be that we will offer more and more English lessons and seminars. And this is also the case already, but I think this will increase, and this also has to do with with the development that is characterised by the fact that we invite more and more also COLLEAGUES from from other COUNTRIES, and many of them do NOT speak German or maybe just a little bit, so they will come and we ASK them also to to teach in English, and the the LEVEL of English is of our students is is rather high or also also increasing, not for all groups of students but for many, for many students, so it's not a real problem for many students to to participate in in these SEMINARS, and these these LECTURES, so so we will suppose we will have also the in the future German lessons, German seminars, and MORE and MORE English seminars and lectures, this will be, this will be mixed and and at at PhD level, I'm sure English will become more and more THE, uh, THE language, and this is already the fact that [unit name], the doctoral school of [subject area] offers seminars, workshops, summer schools in, in, in ENGLISH.

But there is ALSO an interesting discussions, because it's a little bit CURIOUS if you teach [author name] or if you teach [author name], and you do it in in in ENGLISH, although the ORIGINAL work is written in in German. So so, on the ONE hand, we say if you study English publications, you should read these publications in the ORIGINAL language and NOT the translated book. No, read the original English, but but if you teach [author name] and [author name] and [author name] and and and and and so on, please let's discuss the English English translation, and you are laughing and, INDEED, it's a little bit RIDICULOUS, and and and this is the tension this is the tension where working in. And we also KNOW, and this is very interesting that our [unit name] is already a very international department and also international very well known, not only in in Scandinavia and Great Britain and and the USA, but also in China and Japan in Japan, in India, in the Arabic states, and also the AUSTRIAN department is very well known in in the Czech Republic and Slovakia and Romania for example. So sometimes students come to [case study university] and they have learned at home already German because they are interested and want to take part in the GERMAN discourse, especially for example from and and you and know from from colleagues that some students from China or Japanese learn at HOME already German BECAUSE they want to study not only [author name] and [author name] but for example [author name] in in the original language and [subject area] uh and literature about [subject area] in in original German German language, and so the way I special kind of of tension. But NEVERTHELESS the importance of of English is increasing and WILL increase also also for these for these programmes.

Researcher  
And how about the the teaching staff? Because I have to say it did cross my MIND when I saw [subject area], and obviously like you say, German-speaking countries have such a RICH tradition of of of [subject area] and um it DID cross my mind surely, you know, you know there must be some kind of yeah like you say TENSION there, right, because you've got such a large body of of work and such a rich tradition of research in the area, so you know, how about the teaching staff like the faculty staff? Are they OK with this DRIVE towards English or do they feel are some people UNHAPPY with this? Or does everyone just kind of accept well okay, this is the direction it seems to be heading in so. What what's your experience?

[P6]  
Well it it it differs within the teaching staff? Uh, there's NO doubt, and there's NO critical discussion that English is important that the importance of English will INCREASE. There's NO discussion that we HAVE to offer that we WANT to offer English lessons and and and seminars. There's NO discussion, NO doubt that we want to invite also professors as visiting professors, for example, who do NOT speak speak German, as there are NO discussions about that, there is similar very similar thinking and convictions. BUT but, uh, there ARE there are discussions about the the IMPORTANCE of that German speaking tradition, and I I would say that the YOUNGER generation in at the [unit name] um has is LESS involved in this in these discussions. Some some some COLLEAGUES who who are strongly engaged in this German [subject area] and also in these INTERNATIONAL relations with China with Japan uhh with the ARABIC countries, they they remember the staff again and again and AGAIN that is also that it is ALSO important to to to hold a German tradition ALIVE.

Researcher  
Really OK.

[P6]  
I think the discussions at the [unit name] are a little bit stronger, uh more intensive from the background that every everyone is is, is is convinced about what I’ve mentioned just now.

[P6]  
And is it has also to do with the kind of RESEARCH uhh the people do.

Researcher  
Yeah.

[P6]  
Um, people who do a lot of research about AUSTRIAN developments about interactions and processes in in, in, in, in Austrian institutions, they are CLOSER to to German discussions and German publications. We have also colleagues who do their research on issues of international comparison and international developments. And they are closer to to to ENGLISH in in RESEARCH, but ALSO in English uhh, in English TEACHING. And there's ALSO another aspect we have not mentioned, and I think this is very very very, very important and I would say EVERYONE is aware of this aspect. If our young colleagues are interested to to to CONTINUE their ACADEMIC career, they have to to to to start at other universities. And the EXPECTATION is increasing that young scientists have also PUBLISHED in English in high ranked journals, and the expectation is more and more that they are also ALREADY experienced and able, not only to present PAPERS at international conferences, but also to TEACH in English. And EVERYONE knows that this development is running and and and and and therefore it's also necessary for the young generation to become to become FAMILIAR in, for example, publishing and presenting our GERMAN research on an international stage, uh GERMAN research in [subject area] about [author name] on an international level.

Researcher  
Right, yeah, that's interesting. Do you mind if I ask because you're you're a [unit position], so I mean I have very little understanding of of the processes involved, but I I read that you also have to make choices in line with strategic planning in line with the development plan of the university, or that you also deal with the target agreements related to that. So do you think there are any um kind of financial factors that impact like FUNDING or or any kind of INFLUENCE that comes through STRATEGY or through TARGET agreements that would affect whether you have these English language programmes, uh sorry, your ACADEMIC programmes in English or in German, or or not so much?

[P6]  
Well, ALL this is PART of the developmental programme and PART of the agreements we have also the with the with the Rectorate of the of the University. Yes this yes this has an INFLUENCE on this these developments, um, our [unit] was evaluated last year. We had an evaluation, an EVALUATION of the [unit], yeah, with with PEERS four peers who had all the SITE visit here and the wrote an evaluation report. And SOME questions concerning this EVALUATION process was FOCUSED on this TENSION, especially linked with the Department of of [subject area], um and in the evaluation report uh and that is that it was suggested that BOTH BOTH traditions uhh should continue, and and of course the developments with English should continue, so English should in increase. But the [unit name] should not LOSE this this German tradition. And also, of course this has. And also the the the German tradition in teaching and publishing should be continued AS WELL as well, as English should be should become more important, more and MORE. And it was also uh the also mentioned that the piece also realised that there is a process of development and this development should or must be continued, and this is also the conviction of of the department, there's no, no doubt uh about this fact.

Uhh, YES there there is an an influence I would say from from from the Rectorate. Uh, um this has ALSO to do with the contracts between the UNIVERSITY and the MINISTRY, because the amount of money the university gets is strongly for example linked with our publications. And if the university staff and this means also the staff of our [unit] publishes more and more papers in Q1 journals and most of the Q1 journals are English journals, this this has an an an impact on the amount of MONEY which the university will will get. There is a specific kind of DYNAMIC, yeah, which which I would say FORCES uhh also the Rectorate and FORCES the [unit position] and FORCES the [unit] and FORCES the [unit] to to to increase. But I also would like to mention that this is not not the ONLY reason why the developments I have described uh are going on, but it but it is and an important dimension, no doubt.

Researcher  
I'm interested what you think, I mean, ABOUT this drive towards publication in English for the rankings and everything. Yeah, how do you think does that actually impact on COURSE provision though? I mean, because THEORETICALLY you could have someone like faculty researcher who is researching and publishing their papers in English but still teaching in German. So what in what, in your view is is the connexion between the research indicators and this language of instruction.

[P6]  
Yeah ohh well. I think what we have not, I have not spoken about the fact that we also have to DIFFER between a seminar which is COMPLETELY in English and a seminar where English literature is read and is discussed and sometimes in GERMAN, and sometimes the whole seminar switches into in into English uhh, USUALLY English literature is is part of the literature. Students read in many of the seminars and and and have to read and also when they attend lessons during a during a term. So all the students know from the BEGINNING, we will have to read we will have to to read we will have to DISCUSS um in English papers. And this is also INCREASING if you're focused on the process from BACHELOR level to the MASTER level and to the to the PHD level, for example.

Researcher  
Yep.

If if there are PhD students they have in uh at the [case study university], they have to present the the the CONCEPT of of their PhD research in front of the FACULTY. It's organised a little bit differently between faculties, but this is true with ALL all the faculties. So students have to to to WRITE in our [unit] a report, about 10 or 12 pages, and they they have to PRESENT what their plans are and and and THEN the the director of of the PhD programme has to discuss this with colleagues and has to accept or not oh, uh don't, won’t to accept the proposal.

Ohh and there is a strong focus on the questions, do do the students KNOW international literature? Are they FAMILIAR not only what in German publication is discussed, are they also FAMILIAR with the INTERNATIONAL discussions and and LEVEL of of of of of discussion. So, there are different lines and different developments, um, where the importance of English is is increasing.

Researcher  
Yeah yeah. Now, I'm just interested because you know, like you say, it doesn't necessarily follow that because someone's doing research and publishing in English, and I appreciate everyone's under pressure to do that to raise the research profile of the university, and also that related to the kind of mechanisms you described in terms of steering and what not and rankings. But like you say, that doesn't NECESSARILY translate to that being the language of instruction. So, like you say at BA level, there may be LESS of that. Even if they DO use a text in English and then as you move upwards, as RESEARCH becomes more relevant to to the PROCESS then then is more likely, I guess, to impact also on it as the language of instruction is. Is that what you're saying?

[P6]  
Hmm. Yeah, that's right.

Researcher  
Yeah, whereas now with the doctoral schools as WELL, I mean, um I've heard that they the doctoral schools have a CONTRACT also with the university that they they have to have international collaboration as part of the funding for the doctoral schools.

[P6]

That’s right ((nodding)).

Researcher

So I mean, presumably that also IMPACTS on the language of instruction, because when I look at the DEVELOPMENT plan and other documents, internationalisation report and whatever, there's a very strong drive towards, okay, we're going to be doing things in English, you know, and and international collaboration, so it so that SHIFT like you mentioned from BA to to the the the doctoral level is is kind of is is quite a BIG one, isn't it, in terms of how much English? Also at a level OFFICIALLY your BAs are in German, aren’t they?

[P6]  
The BAs are, USUALLY the BAs are, so almost ALL the BA theses are in German. Also most of the master theses are in German. Also sometimes SOMETIMES students say I would like to write in English and it's OK then.

Researcher  
Yeah, OK.

[P6]  
They are ALLOWED to to to do this.

Researcher  
Yeah.

[P6]  
PhD students also can write the thesis in German and English, but also concerning this aspect, you you can see a development.

Researcher  
Right, yeah?

[P6]  
Because some some PhD students who are going to write a MONOGRAPHY want to publish their MONOGRAPHY not in German but in English. Yeah, especially those who are interested in an ACADEMIC career.

Researcher  
Yeah.

[P6]  
For example, one of of of my my PREDOCS has decided I will write a Monography and I will do it in English, and also I've presented, uh this colleague has also presented her her proposal already in in in ENGLISH, although we have a choice doing it in German or or or in English and and SOME PhD students want to and this is at the beginning of a development, want to do the PhD in form of a communative[?]

Researcher  
Ohh I see, like a portfolio kind of portfolio thing.

[P6]  
This is which means which, which means they will publish several PAPERS. And and then they will WRITE a kind of frame. And and many of these of these papers are published in ENGLISH, yeah, and so also on this level in English is is is INCREASING, yeah.

Researcher  
Yeah, yeah. Um I spoke to someone at your at your university who was who HIMSELF was very much in favour of English. But when I when I asked him, you know, do you, are there any concerns about this movement towards English, he mentioned that um sometimes people who are teaching or on programmes um kind of more related to local aspects, like you said, um, like professional spheres like teaching or and this person mentioned [subject area], so you have like the [redacted identifying information] in Austria that his concern was or not his PERSONAL concern, but he had heard a concern that in the FUTURE these kind of subjects might be seen as SECOND class subjects or might not get the same amount of FUNDING that they might suffer FINANCIALLY. Have have you any experience of that or do or do you see this as a concern, or or not so much?

[P6]  
I agree, I agree. Ohh, and I'm VERY interested and CURIOUS because we get a new Rectorate, [redacted identifying information], we get a new Rector and and a new Rectorate team will be on the highest position of the of the university.

Researcher  
Yeah.

[P6]  
The FORMER Rectorate, or the Rectorate which still is is our Rectorate [redacted identifying information], especially the [governance role] forced the DOMINANCE of of English where very, very strongly and he, and there are also some critical comments that he does not differ between the different disciplines and subjects. For for, for, for example um if I would do meet [subject area] research about [subject area] in Austria, Germany, Switzerland, Italy, so it's important to be very, very familiar with LATIN. It's important to to to know a lot about the RIGHT system in these countries and and and MOST of all all the documents are in in Latin origin, so they also there's also a strong GERMAN traditions about these these documents, so Latin and German is important. If someone does a lot of RESEARCH about these documents in archives. And if he has to PUBLISH all the documents and the translations and a lot of COMMENTS on the translations might be in those terms used, some of these documents are in a mediaeval German, and so you have to translate it from a mediaeval German to an now it is a German. You will publish this as a BOOK and and some of the very very important HISTORICAL books are of this KIND of of of of books.

And if there is a [governance role] who who is convinced that research is, then — it's not a quotation, but let me say yeah— if research is then an important research when it's PUBLISHED in in the form of an ARTICLE in an International Journal, this differs from this kind of research, which is of ENORMOUS importance for for for, for, for, for, for, for, the discipline, and and and and indeed in indeed yeah there's also development where English research and maybe also from the future also English teaching has a HIGH level and other kinds of another kind of research or other publications they have a have have a LOWER level or are on the lower level. And as far as I KNOW, uhh, and there's also the Austrian Research Fund, and there are also discussions about these these developments and and some some people there are VERY careful or discuss these issues very CAREFULLY and are aware of of this problem. On the other hand, if if I write a PROPOSAL to this fund and I was already for two times VERY, very successful with this fund, I I have to do it in ENGLISH. There's no DOUBT, I have to submit in English.

Researcher  
Alright yeah, OK. This is the Austrian Science Fund, is it?

[P6]  
Yeah, that's right, yeah. The FWF in German, yeah, the Austrian Science Fund, yeah.

Researcher  
Is that the one that [?] is involved in somehow with one branch of it? No, some I think that might be the one.

[P6]  
Ohh

Researcher  
No, you don't know. Uh, it's okay. I'll look it up later.

[P6]  
Uhh OK yeah.

Researcher  
Thanks yeah, so I mean, so you have to present. So the proposal-

[P6]  
ALL all all the [governance role] are involved with this fund so ((laughing)).

Researcher  
((laughing)) Yeah, um so there isn't any, but from your position as [unit position], there's so far no evidence that WHETHER something's in German or English would affect how much money YOU get to your [unit] through the target agreement, not yet?

[P6]  
Uhh, this is, I would say, uhh, I never have been in the position where the [governance role] told me you will, told me [name], your [unit] will get €10,000 more because your [unit] has published more English papers, or you will get €10,000 less because you haven’t published 80 but just 70 English papers, I NEVER have been in such a position.

Researcher  
No and also and also with the COURSES? So whether it's an English mediated course or not, there's nothing nothing like that, yeah.

[P6]  
That’s right. But but but but but ((wagging finger)), but the amount of RESEARCH money we got we get from grants and so on, they have an INFLUENCE on the amount of money that the UNIVERSITY gets from the MINISTRY.

Researcher  
Right, right. Sure, yeah.

[P6]  
So, there IS a documentation how many English papers are published, how many Q1, 2, 3, 4 papers are published. So, there is this STRONG development.

Researcher  
Yeah, sure yeah. OK.

[P6]  
For maybe maybe one, one aspect could could be important. I as [unit position] made a decision [#] years ago which former [unit position] have have not made and they haven't discussed this, so if someone had had made a suggestion, maybe they they would have say yes too. But what I did [#] years ago. I I said I said to the YOUNGER colleagues to the predocs and postdocs, um if YOU want to publish an English paper and if you send a proposal, if you send your paper to a journal and if you get to review back, and if the review says English is not well enough, or if you know already or if you are not sure whether your English is good enough, you you can have a professional professional REVIEW about your English and the [unit] will support this, will give you money in in order to get the REVIEW and and to in order to to, maybe to have a someone whose whose first language is English or you also can go to an official office where you get such a review and hints but you can do do do better in in in order to to increase your your CHANCES that the journal will accept your your your paper. So we SPENT some money for this kind of of of support.

Researcher  
And was was this like just a one-off review or regular kind of writing SUPPORT reviews or what kind of support what kind of language support was it? So it was just like once that?

[P6]  
No. So for example, if a colleague can write to to me or to my office.

Researcher  
Yeah. Yeah.

[P6]  
I have written an English paper and what I would like to publish in the Journal A. This is an English journal. I I I'm not sure whether the QUALITY of of the English of my paper is GOOD enough. I would like to send it to to an office which will will read the paper and if there are English is weak, they will give me some SUGGESTIONS how to do it better and this, and I I will have to pay €600 for for for for this office, yeah, for this service, then I get the mail and I say. OK, it's OK. What is the journal? Ohh, that's an important journal.

Researcher  
Yeah. Yeah.

[P6]  
And that is an important topic. Yes, you will get this €600. If you have the invoice, send it to us. We will refund this the this money.

Researcher  
So that you go with, the person THEMSELVES would find a third party provider to give that kind of-

[P6]  
Or, or we give SUGGESTIONS. Sometimes we also give suggestions, but USUALLY the professors in the departments know and and some in some departments are in exchange with some translators and and and so on. And they have they have also good experiences and this this is used.

Researcher  
Yeah, but but it's not something that is COORDINATED with the university that we're going to give English language SUPPORT through some provision of some service, it’s things that people have to do independently. Do you know what I mean? So some universities might provide some academic support or service.

[P6]  
Okay, there's a let me some support from from the university uh for academics, for example, English WRITING, you can take seminars for for STAFF members, this is existing. We do not PROVIDE it from our [unit], but because it is provided from the university, and ESPECIALLY for PhD students, we also offer offer seminars where where the publishing of English papers is is taught or or PhD students bring bring their the papers and they are discussed BEFORE the paper sent to to to a journal and we INVITE predocs and postdocs, especially predocs to attend these these seminars and and predocs also appreciate this.

Researcher

Thanks so much. I realise we've we've come to the end of time. Thanks, thanks so much for for ALL of your insights. And but before before you go, I wanted to ask you, is there anything you wanted to mention that I haven't given you a chance to talk ABOUT related to this kind of topic or um, maybe I missed something and.

[P6]  
No, I'm a maybe a personal note. Yeah, I'm I'm [age] uh and so I EXPERIENCED these developments since many since many decades, um and and I I I want to AGREE that if if staff members are strongly in in INVOLVED in the English conversations in English conferences in English PUBLICATIONS that that FEEDBACK on everyone's research is increasing. And if it's our desire that our YOUNG colleagues will benefit from from these developments we we HAVE to to focus on on English, also on the bachelor, master, and especially PhD level, but we ALSO have to to to consider this TENSION we've spoken about and and this will will be, this is a challenge and this will be a a challenge, but it's also it’s also interesting to be part of these developments.

We will see. Yeah, OK, thank you very much.

Researcher  
Okay, thank you so much. Thank you bye then bye.